

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12CT3

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Brenda Anziano

Official School Name: Timothy Dwight Elementary School

School Mailing Address: 1600 Redding Road
Fairfield, CT 06824-1995

County: Fairfield State School Code Number*: 51

Telephone: (203) 255-8312 E-mail: banziano@fairfieldschools.org

Fax: (203) 255-8201 Web site/URL: http://www.edline.net/pages/dwight_elementary_school

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. David Title Ed.D. Superintendent e-mail: dttitle@fairfieldschools.org

District Name: Fairfield District Phone: (203) 255-8371

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Pamela Ianono

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 11 Elementary schools (includes K-8)
(per district designation): 3 Middle/Junior high schools
2 High schools
0 K-12 schools
16 Total schools in district
2. District per-pupil expenditure: 14379

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	27	15	42		7	0	0	0
1	26	26	52		8	0	0	0
2	17	26	43		9	0	0	0
3	20	22	42		10	0	0	0
4	26	32	58		11	0	0	0
5	24	30	54		12	0	0	0
Total in Applying School:								291

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
2 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
86 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2010	291
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 0

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 1%
 Total number of students who qualify: 2

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%
 Total number of students served: 39

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>10</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>20</u>	<u>7</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>53</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

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Timothy Dwight Elementary School is a welcoming community of students, staff, and parents who value learning, cultivate curiosity and kindness, and inspire one another daily. Part of our mission has been to foster an awareness of our greater community and the world, and to inspire and engage students in humanitarian pursuits. Our school houses a magnet program for children with autism and other learning disabilities. We also participate in Open Choice, a state program that allows students from the neighboring urban district to enroll in our school. These programs increase the diversity of Timothy Dwight's student population. The smallest of the Fairfield School District's eleven elementary schools, Timothy Dwight distinguishes itself by "thinking big," and continually striving to improve our practices each and every day.

The credo, "We are all teachers, we are all learners" is a core value of our school. The custodian, the school secretary, the kitchen staff, and every adult in our building are teachers of children. We've created a unique atmosphere where the children feel a genuine sense of ownership of their school experience, as evidenced by the confidence and ease with which they carry themselves throughout the building and the authentic relationships that they have with staff and faculty. The warm, congenial atmosphere, however, does not deter from an environment of intellectual rigor. Expectations are high and learning tasks are carefully designed to allow students opportunities to explore, discuss, confer, and construct their own knowledge. We strive to provide every learner with the opportunity to stretch and to experience success. Timothy Dwight students know that their "big ideas" are valued and that the staff will support the realization of their dreams.

The Student Support Center (SSC), a program for children with autism, provides our students with the daily opportunity to develop understanding and compassion for peers that learn differently or need substantial support in the classroom. Each and every day, our students at Timothy Dwight partner, play, include, and celebrate our learners with special needs. For example, we currently have a first grade student who was born with Spinal Muscular Atrophy (SMA). Since kindergarten, he has participated in school via Skyping, monthly visits to his classroom, and home visits by his teacher. He is bedridden and communicates with his classmates by utilizing his Dynavox and his eyes. His classmates look forward to his visits via Skype and when he comes to classroom in person.

Our staff has worked to raise the students' world view and their consciousness of the role we can each play in making our world a better, kinder place, and to develop a mindset of giving help where and when it is needed. We have a sister-school relationship with Waltersville Elementary School in Bridgeport, a low socioeconomic neighboring city school. Our student council organizes coat drives each year for Waltersville and Timothy Dwight staff and families sponsor Waltersville families by providing their children with holiday gifts and necessities. Our entire school contributes toiletries, canned food, and meals to Operation Hope, a local homeless shelter. Students have made blankets for soldiers, raised money for Heifer International, the Red Cross, Save the Children, and have participated in Jump Rope for Heart.

Collaboration on every level has been key to our success. We are proud that Timothy Dwight School is a living example of the words of Helen Keller, "Alone we can do so little; together we can do so much."

1. Assessment Results:

A. The Connecticut Mastery Test (CMT) is the standard assessment administered to students in grades 3, 4, and 5 at Timothy Dwight School. The CMT assesses students in the following content areas: reading, mathematics, writing, and science (Grade 5). For each content area of mathematics, reading, and writing, there are five performance levels. The performance levels are as follows: Level 1 indicates Below Basic performance; Level 2 indicates Basic performance; Level 3 indicates Proficient performance; Level 4 indicates Goal performance; Lastly, Level 5 indicates Advanced performance. In Fairfield, the level of performance that is considered to be acceptable or up to school standards is Level 4, which indicates Goal. The district strives to have all students attain this standard.

B. Timothy Dwight has consistently shown high achievement in all testing areas on the Connecticut Mastery Test over the past six years. The data analyzed for this report ranges from 2006 – 2011.

In the area of mathematics, Timothy Dwight shows solid and consistent achievement.

In Grade 3, the percentage of students performing at or above Goal has ranged from 83.6% (2009) to 95.2% (2008). When drilling down and looking closer at this data, Timothy Dwight has a very high number of students who achieve Level 5 or Advanced. For example, our Goal or higher percentage for 2006 is 85.4%. But of that 85.4% of students, 50.9% of third graders scored in the Level 5 Advanced range. This trend of high achievement is evident over all but one year, which was 2011 when 49.2% of students made goal as compared to 42.4% scoring Advanced. The percentage of students scoring in the Advanced range for Grade 3 mathematics hovers around 50%.

In Grade 4, students at Timothy Dwight who scored at or above Goal ranged from 83.7% (2006) to 92.9% (2010). In five out of the six years of reviewed data, Timothy Dwight had more students achieving in the Advanced level than any other level. In 2011, Timothy Dwight had 57.4% of its 4th graders scoring in the Advanced range.

In Grade 5 over that same period of time, students at Timothy Dwight who scored at or above Goal (Level 4) ranged from 91.1% (2008) to 94.9% (2010). In Grade 5 as well, we see a high percentage of students who are scoring not only at Goal but in the Level 5 Advanced range. In 2010, an impressive 71.2% of students in Grade 5 scored in the Advanced range. In fact, over the past six years in the area of mathematics, there are more students scoring in the Level 5 Advanced range than any other level of achievement.

In the area of reading, Timothy Dwight also shows high achievement over the same time period. In Grade 3, the percentage of students performing at or above Goal ranges from 76.4% (2009) to 93.5% (2008). The percentage of students exceeding the Goal and attaining the Advanced level ranges from 27.3% (2009) to 52.7% (2006). The grade 4 students also have high overall achievement the percentage of students performing at or above Goal ranges from 85.7% (2006 and 2007) to 92.9% (2010). The percentage of students exceeding the Goal and attaining the Advanced level ranges from 26.8% (2010) to 48.1% (2011). And in Grade 5, the range is 80.4% (2008) to 89.3% (2011). The percentage of students exceeding the Goal and attaining Advanced level ranges from 26.8% (2011) to 45.8% (2010).

These consistently high scores across all subject areas can be attributed to many factors in the Timothy Dwight community. Timothy Dwight has a very solid Early Intervention Program (EIP). Under strong leadership and with an impressive support staff, teachers at Timothy Dwight know that if they have concerns about a student, our EIP team will help to intervene and ensure that progress is monitored.

At Timothy Dwight, teachers and staff are also highly collaborative. Whether it is teachers across a grade level or a specialist working with a particular grade level, our staff works together to ensure all students' needs are being met. Twice a month, grade levels meet with the principal and leadership team to discuss curriculum issues and talk about student achievement. It is at these meetings where curriculum is monitored and instructional strategies are discussed. Aside from these bi-weekly meetings with the principal, teachers on the same grade level have at least one guaranteed planning period together each week in which they can meet and plan. An outcome of this weekly meeting is a "week at a glance" calendar that is submitted to the Principal and Special Area teachers. This "week at a glance" calendar provides all support teachers with information about classroom goals for the week and allows for their work to be more aligned with grade level objectives. Every meeting held with grade level teachers, support teachers, and the leadership team is collaborative and has the ultimate outcome of improving student achievement.

2. Using Assessment Results:

At Timothy Dwight, we continually use assessments to analyze and improve student performance. In Fairfield, an assessment calendar has been created for each grade level in which required assessments and their due dates are clearly stated.

Our literacy assessment tools in Kindergarten through Grade 2 include but are not limited to the Development Reading Assessment 2, spelling inventories, and writing samples for all students. These assessments are administered 2 to 3 times each year. For selected students where additional information is required, Fairfield uses a Letter ID Assessment and a Concepts About Print Assessment. Across all grade levels, monitoring of student progress is not limited to the testing windows identified as it occurs throughout the year.

In Grades 3-5 they include but are not limited to the Development Reading Assessment 2 as well as the Fountas & Pinnell Benchmark Reading Assessment. A spelling inventory is administered twice a year in Grade 3 and a Degrees of Reading Power (DRP) is given in the fall. In addition, writing prompts are administered three times a year.

The mathematics assessment tool utilized in Kindergarten through Grade 2 is the AIMSWEB assessment, which is given three times a year. In grades 3-5, a fluency test is given three times a year as well as the Blue Ribbon test, which is also administered three times a year. These assessments measure students' performance against established district benchmarks and are utilized as our universal screening assessments.

All of the assessments listed above drive the instruction at Timothy Dwight. Assessments are given in specific testing windows and entered into a central database known as SCAD. This allows the principal and administrative team to have quick and easy access to assessment data. Data is reviewed during planning times with grade levels when needed and also during Student Achievement Team meetings. This team is made up of the principal and teachers with its sole purpose being to review and analyze school wide data to monitor student achievement. They meet once a month with an established agenda. As data is reviewed, the team discusses student successes as well as concerns that arise. The team looks for patterns in the data and brings information back to grade levels for further discussion. At times specific support is provided to a grade level or a student related to the team's findings.

Assessment results are also constantly being reviewed during Early Intervention team meetings. It is at this time that progress monitoring assessments are reviewed. Specific plans for students are analyzed and a determination is made to continue on the current plan of intervention or to make changes if progress is not being made. This team works closely together to ensure student success.

Informing parents of Timothy Dwight's academic achievement is a very important aspect of our data review. Every fall, the principal holds a CMT meeting for parents to share the most current CMT results. Along with the data itself, parents are given the opportunity to see all types of CMT problems along with

the rubrics that are used for scoring. They are given the chance to ask questions about the test and how a student's performance on this standard instrument relates to daily instruction. Throughout the school year, the principal, classroom teachers, the Mathematics Resource Teacher and the Language Arts Specialists in the building will meet with parents to discuss any questions or concerns that they may have regarding testing or student data.

Student progress and achievement are formally communicated to parents three times a year through our report card. In addition, Fairfield has two formal parent/teacher conferences, which are scheduled in October and March of the school year. During these conferences, individual student's classroom performance and assessment results are reviewed. Aside from the formal conference dates, teachers at Timothy Dwight meet with parents on an as-needed basis. It is not uncommon to have informal parent/teacher meetings throughout the year.

3. Sharing Lessons Learned:

Sharing successful strategies with other educators in the district and community has become a very common event at Dwight. We frequently host grade level teachers from other schools to observe and question our teachers on their instructional strategies. Whether it is 1st grade teachers from a visiting school observing a language art lesson or a 4th grade team from another school reviewing our math compacting model, teachers at Timothy Dwight welcome and encourage visitors. Timothy Dwight also welcomes visitors from Central Office to walk through the building and visit with students and teachers at any time.

In particular, our math compacting model has drawn much attention from teachers around the district. This model of pre-assessing students for a particular unit and then grouping them according to their specific needs has proven to be a very successful instructional strategy at Timothy Dwight.

Timothy Dwight has much to offer and teach aspiring educators. Over the years, our principal has had many administrative aspirants visiting Timothy Dwight and shadowing her for the day. In addition, many of our teachers host student teachers in their classrooms. Whether it's sharing our integrated library media program or how we incorporate technology in the classrooms, the Timothy Dwight staff always gives back to the profession of teaching.

Using successful teaching strategies from their classrooms at Timothy Dwight, many of our teachers also lead professional development sessions in Fairfield. Topics for professional development range from differentiated instruction to leading a *First Steps Math* program.

4. Engaging Families and Communities:

Timothy Dwight School's community prides itself on our open, timely, and accurate communication. Every teacher maintains a web page to inform parents about curriculum as well as classroom activities. Teachers update their web pages at least monthly. The P.T.A. also maintains a web site to keep families up-to-date about school-wide activities. Every Monday, the P.T.A. sends out an email blast highlighting the events for the week. The principal of the school communicates monthly through the web page and holds parent informational coffees throughout the year. Each year, the staff and the principal invite parents to attend meetings to discuss student achievement and answer their questions. In addition to the coffees, meetings, and web page communication, the principal also maintains an open door policy. She sets time aside each week to meet with parents, staff members, and students to address concerns, discuss individual student achievement, and hear about exciting events in classrooms.

The school community supports families in need and we always strive to make our students aware of different family structures and circumstances. Teachers willingly provide homebound tutoring for students in need and have assisted several families with monetary support through challenging times. We also have an identified sister school in Bridgeport, CT that our community supports with uniform drives, holiday gifts, school supplies, and winter coat collections.

We house a magnet program for students with autism and the staff members who work in this program continually offer assistance to these identified families. Team meetings are held monthly to review progress and address any parent concerns. Staff members often visit homes to assist parents with identified issues. We are a school community that listens to the needs of the greater community and provides support whenever needed, hoping to teach our students the value of having compassion for all people.

We strive to include the greater community to share in our students' learning. Our entire school supports the Senior Citizen Center for Valentine's Day by sending gifts, snacks, and warm greetings. The grade five students also engage with the Senior Center during the study of the 20th century. They interview the seniors at the center and then invite them to a breakfast to share their research. Some of the senior citizens have maintained pen pal relationships with students well past their participation in this event. Central Office staff and community members are always welcome at Timothy Dwight and are often found touring the school and engaging with students about their learning. We all value opening our doors to the greater community, because it is outside of our walls where additional facets of learning take place.

1. Curriculum:

The curriculum at Timothy Dwight Elementary School closely mirrors the State of Connecticut standards. Several curriculum documents are currently under review and will be adopted by the Board of Education by the end of the 2011-2012 school year. These new documents will align with the Common Core Standards. Although the Common Core Standards have not been totally adopted at Timothy Dwight Elementary School, there are several components that are being implemented throughout classrooms.

Language arts instruction is based on a balanced literacy model and implemented through a workshop model. This model allows for all students to access reading and writing tasks at their level. During Reader's Workshop, students are encouraged to self-select books based on their "just right" level and their interests from the classroom or school library. During Writer's Workshop, students are encouraged to select topics of their choosing to write about. Each of these workshop periods lasts for 60 minutes a day and is focused on engaging students in authentic tasks and encouraging their love of reading and writing.

Mathematics instruction is full of rigor and rich in content. It allows the learner to build on their prior knowledge and make new connections to each math concept. Students are actively involved in discovering solutions and making conjectures. They solve meaningful problems, develop models, and are challenged through thought-provoking questions. Our mathematics curriculum requires high expectations and strong support for all students. Teachers understand that mathematics makes more sense and is easier to remember and to apply when students connect new knowledge to existing knowledge in meaningful ways. Each grade levels' curriculum builds on the prior year's skills and revisits skills already mastered through the K- 5 continuum. The NCTM Standards apply across all grades and are the backbone of our Fairfield Public Schools Curriculum.

Science education at Timothy Dwight Elementary School promotes essential understanding of the natural world and nurtures students' ability to apply scientific knowledge to make informed and logical judgments about personal and societal issues. We foster the development and assessment of scientific literacy in all students. In our teachers' view, science literacy is a combination of understanding major science concepts and theories, using scientific reasoning, and recognizing the complex interactions among science technology and society. Our K-5 science curriculum requires that students master all of the Connecticut State Science Standards.

The social studies program provides students with the knowledge, skills, and attitude necessary to make reasoned decisions as productive participants in a democratic nation and a culturally diverse interconnected world. The curriculum fosters an understanding of how the physical setting, economic and political systems, cultural influences, and increased interdependence have impacted human history, as well as how that history shapes our perceptions of current and emerging trends. Students are asked to show their genuine understanding through the application of knowledge, interpretation of information, acknowledgement of multiple perspectives, display of empathy for others' situations, and by making connections to one's own life and experiences.

There are many opportunities through our students' tenure at Timothy Dwight Elementary School where they share their evidence of social studies understanding. In grade two, students study the Town of Fairfield, the State of Connecticut and Washington D.C., which culminates in a parent presentation titled "A State Fair." Grade four students study Colonial America and role play occupations they have researched during Colonial Day. Grade five students create immigration movies, which describe how they would feel about coming to a new land. Social studies extensively incorporates technology into each unit at every grade level. While walking through the school, you will see posters created with software programs, writing assignments, and research projects demonstrating this integration.

In addition to our core curriculum, students also experience comprehensive specials curricula. Students not only learn the content being presented but they also learn problem solving skills, teamwork, patience, and perseverance. Students enjoy these areas and are proud to share their work with their homeroom teachers and their families.

Foreign language instruction begins in grade 4 and continues in grade 5. This program is an introductory course that provides a basic foundation in Spanish with a listening and speaking focus. Reading and writing are introduced. The emphasis is on acquiring basic vocabulary and language structures to begin communicating in Spanish. Students are also exposed to the geography and culture of Spanish speaking countries.

The art program is diverse and encourages creative expression. The program is designed to foster creativity in order to bring “the artist” out in every student. Students find their creative expression through a variety of techniques and processes. They study various cultures from around the world in order to understand what kind of art is being created in each country. Each spring, a student art show is held in the evening for families. Every student has a piece of art in the show and it is an extremely festive evening.

The music program is designed around the National Standards. An active music-making approach to music is used that includes the process of creating, performing, and responding. As stated in the curriculum “The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life’s responsibilities.” All music classes incorporate movement, singing, instrument playing, and reading and performing from music notation. In addition to teaching music skills, students learn literature from a variety of cultures and historical periods. Interdisciplinary connections are made in all grades at different points throughout the year. Students are all afforded the opportunity to participate in musical performances. Kindergarten, first, and second grade students participate in a musical parent performance that includes some of the skills they have been learning in music class. Third grade students demonstrate the skills they have been learning on the recorder, which includes singing and instrument playing as part of their performance. Fourth and fifth grade students perform with their orchestra or band instruments in addition to their performances with the chorus several times during the year.

The physical education program provides students with a rich and rigorous curriculum designed to promote wellness. It is differentiated to meet the needs of all learners. We have small group physical education classes, adaptive physical education instruction, as well as general physical education classes for students twice a week. Students participate in units to develop their skills for a variety of sports. They learn the importance of teamwork in the soccer, football, and basketball units. They express their creativity in the creative movement unit and develop their flexibility in gymnastics. Students also learn about the importance of overall health and wellness. Conversations about proper eating habits and daily fitness occur weekly with each group of students. They gain the confidence and skills required to participate in lifelong physical activities. Our physical education program also extends outside the classroom. Students participate in special events and programs such as Jump Rope for Heart, walk-a-thons, Fit Kids, which is a daily walking program for students prior to the start of the day, and Timothy Dwight’s Field Day.

All curricula implemented at Timothy Dwight Elementary School are student centered and promotes academic achievement as well as social responsibility. Responsive Classroom is the core value of our social skills program. We begin each day with a Morning Meeting, where the entire staff reinforces our established All School Rules and assigns logical consequences to any infraction. We convene All School Meetings each month and promote community responsibility through these meetings. We are a school where the educational and social needs of our students take precedence over all else.

2. Reading/English:

Timothy Dwight Elementary School uses a balanced literacy approach to teaching reading and writing, which provides all students with the opportunity to develop their individual reading and writing skills. Each grade level has a literacy block, which includes the reading and writing workshop, and word work instruction. Teachers at Timothy Dwight implement a well-planned, comprehensive literacy program that demonstrates a gradual release of control, whereby responsibility is shifted from the teachers to the students.

One way balanced literacy is implemented is through the Reading and Writing Workshop Model. The teacher begins the workshop by modeling the reading/writing strategy, which is the objective of the lesson. This is where teachers will use an interactive read aloud or model writing. Students then engage in practicing the strategy independently, with partners, or in small groups. The teacher monitors progress and provides guidance and re-teaching. Students read leveled texts independently or write independently for an extended period of time. During this time, the teacher observes, confers, and records observations of the reading/writing process. Anecdotal notes from conferring or small group instruction are one of the pieces that will guide the instruction for the lesson the next day. At the culmination of the workshop, students are selected to share their work and strategies with their peers.

Also included in our balanced literacy approach are phonics and word study. Month by Month Phonics is used in grades K-5 to provide the most effective phonics instruction that is planned, sequential, explicit, and systematic.

Multiple reading assessments are used throughout the year to provide a comprehensive picture of each student's strengths and needed areas of improvement. These assessments are a combination of district-wide teacher created and research-based assessments. By carefully analyzing the data from these assessments, teachers are able to target specific areas of need and identify specific goals for improvement for each student. The data is also used within the classroom to create both homogeneous and heterogeneous partnerships and groups during the workshop model.

Through our Early Intervention Process, student progress is monitored and data is analyzed. Students that require additional support in reading or writing are provided with early intervention. Identified students work with certified Language Arts Specialists. Leveled Literacy Instruction, by Fountas and Pinnell or Literacy Wings, published by Pioneer Books, provides explicit and systematic reading instruction with students that require additional support. Student progress in this model is analyzed every six to eight weeks and based on this analysis, support continues or students are released from the intervention model.

3. Mathematics:

Mathematics at Timothy Dwight Elementary School is rich in content and full of rigor. It allows learners to build on their prior knowledge and make connections to each new mathematics concept. Students are actively involved in discovering solutions and making conjectures. They solve meaningful problems, develop models, and are challenged through thought-provoking questions.

Students in the primary grades focus on number sense and place value and gain a strong understanding of number. Students in the intermediate grades shift their focus. In grade three, students move from additive thinking to multiplicative thinking. In grade four, students move from multiplicative thinking to applying algebraic properties and computing with multi-digit whole numbers. Finally, in grade five, students learn to flexibly compute with multi-digit whole numbers and to apply algebraic properties when computing with fractional numbers.

As a part of the workshop model, students are asked to justify their thinking and provide evidence to support their reasoning. Students have the opportunity to discuss their solutions with a peer and share ideas and strategies. Students need to prove their thinking to each other. This enables students to develop an in their mathematics ability. Through this process, students are able to grapple with a problem and not

struggle. Each student compares and investigates strategies so as to determine the best strategy for each mathematical situation.

Students are assessed daily through group work and independent work. Teachers keep anecdotal notes on every child throughout weekly lessons. Primary grade students work on mathematics with their homeroom teacher, while intermediate grade students are grouped based on their prior knowledge. Before the introduction of a new concept, students are independently assessed and then grouped based on their knowledge of the new concept. Students in each group are challenged and supported. Students who have a strong understanding of the concept are stretched and enriched through open ended questions and complex problems. Students who have a weak understanding of the mathematics concept are supported through one-to-one instruction and/or small group instruction with support teachers.

Teachers at Timothy Dwight work in small groups to assess students' needs and analyze data. Not only are Connecticut Mastery Tests, Blue Ribbon, and Aimsweb results examined to identify each student's strengths and weaknesses, but teacher observations and anecdotal notes are reviewed and a plan is put in place for each student. Students are provided with support or enrichment based on the group's discussion of all of the data.

The groups that the students work in are flexible. For each new concept, students are reassessed and regrouped based on their prior knowledge. As the groups of students change, so do the teachers. For example, if Teacher A was teaching the least prior knowledge group for unit one, they would change levels and teach the group with the most prior knowledge for unit 2. Regrouping enables students to experience different teaching styles and experience different styles of student learning. Teachers ask questions of students to help provoke their thinking. Questions such as: "*Will this strategy work when applied to a different problem? Can you explain how you got your answer? Can you compare your strategy with someone else's strategy and see which is most efficient? Can you solve this problem using another strategy? How do you know if your answer is correct?*" These questions help students to validate their thinking and solidify their number sense.

Teachers continually support and stretch the mathematics skills of the students at Timothy Dwight. Our goal is to help students see the relationships between numbers and assist them in becoming confident mathematics students.

4. Additional Curriculum Area:

The Timothy Dwight Elementary School library media program is integral to the academic success of our students by building upon, strengthening, and extending the overall school curriculum. Following our Library Information, Communications, and Technology Curriculum, *Linking Learning with 21st Century Skills*, the program is flexibly scheduled and collaboratively planned. It is taught in conjunction with classroom teachers and other area specialists. Information, communication, and technology skills are delivered through a cross-curricular platform that fosters innovative and flexible thinking.

Beginning in kindergarten, students are introduced to the research process by asking questions, locating information to answer their questions, and sharing their thinking on what they learned with an authentic audience. Projects are collaboratively designed by grade level teachers and the library media specialist to be engaging experiences that meet individual needs. They also empower the learners to be critical thinkers and problem solvers, enthusiastic readers, skillful researchers, effective collaborators, creative communicators, and ethical users of information in all of its forms.

Technology skills are embedded in library project work. Student learning of these skills is facilitated by a computer lab, located in the Library Media Center, as well as computers available throughout the school in other labs and classrooms. Timothy Dwight teachers are dedicated technology users who integrate its use throughout the day and assist students in using a wide-range of software and online programs that support engagement in curricular work. To facilitate Internet access, the library media specialist has created and maintains a large virtual library utilized by students, staff, and parents. Flexible scheduling of

our library allows students easy access to our resources with their entire class and as desired for independent or small group work.

The Library Media Center continues to serve its traditional function of developing strong literacy skills and the love of reading through the promotion of voluntary reading. Students are encouraged to visit as often as possible to take advantage of our current and wide-ranging collection of fiction and non-fiction books. Students also have opportunities to share their thoughts on books through blogs and to take part in the statewide Nutmeg reading program each year.

In conclusion, Timothy Dwight community members are all stakeholders in our library media program. It is a learning commons, where students and staff are engaged in the joy of thinking and learning. Our goal is to help our students to master academic content while fostering the skills and passion necessary for them to become lifelong learners prepared for the 21st century.

5. Instructional Methods:

The instructional methods employed at Timothy Dwight focus on students being held responsible for their own learning. Teachers and support staff members facilitate and guide students throughout their day to maximize their learning opportunities. Every grade level implements a workshop model for instruction. This model incorporates whole group instruction, small group instruction, and peer collaborative work, as well as independent work.

In all academic areas, observers would see students working together by solving academic problems, sharing strategies about their work and thought process with the class, working with a teacher to obtain clarification, or independently completing tasks. No matter what academic area students are working in, observers would see students working in differentiated materials, which are determined by teachers who continually review students' performance against district and school-wide established benchmarks.

Every grade level class at Timothy Dwight is heterogeneously created with students on all academic levels. There are several established systems in place in order to supplement and monitor progress for all students. The Early Intervention Process is a system that allows teachers to ask a group of colleagues to review a student's progress and have them share ideas to increase his/her performance. This group meets monthly and, at times, will increase the support for a student and/or recommend a student's entry into a scientifically-based instructional program. The programs include: Leveled Literacy Instruction, Literacy Wings, which supports students with reading concerns, and Number Works, which is the researched-based program for mathematics support. A student who is in the Early Intervention Process receives daily classroom instruction coupled with the additional support. Students who are identified through the special education process are also afforded the same interventions. However, several of our students with Individual Education Plans also receive support in Touch Math and Wilson Reading.

Collaboration among reading, mathematics, and gifted specialists, special education resource teachers, para-professionals, and classroom teachers allows for all students' needs to be met. The instructional methods determined by the district are effectively implemented at Timothy Dwight because of the willingness of all of these stakeholders to take the time to discuss students' progress, plan collaboratively, and work together as a team.

6. Professional Development:

Professional development at Timothy Dwight is a vital part of our success. The Fairfield Educational Association teacher's contract allows for a professional development opportunity each Tuesday afternoon. At these meetings, as well as four full days throughout the year, teachers are provided with training related to a myriad of topics. Teachers are also provided with funding if they wish to attend an outside workshop or pursue an advanced degree.

One such area where Timothy Dwight has spent a significant amount of professional development time relates to the tenets of Responsive Classroom philosophy. Responsive Classroom teaches the importance of a social curriculum--how students learn, social interaction, social skills, knowing the students and their families, and working well with the other teachers in the school. Teachers have embraced this philosophy through many professional development opportunities. All teachers have completed a one day workshop on Responsive Classroom and many teachers at Timothy Dwight have also attended level 1 and level 2 training.

This year, the entire school community is studying the book, *The Power of Our Words*, by Paula Denton. We are working to develop positive teacher language as well as teaching students about self-control through demonstration of positive words and tone of voice. This can affect student learning and the community atmosphere in both the classroom and throughout the school.

Through professional development, teachers have also learned and embraced the idea of “logical consequences”. Teachers provide students with opportunities to learn from their mistakes through logical consequences for their actions. We have also developed All School Rules, after a year of studying the process and providing students, parents, and staff with the opportunity to participate in their formation.

All teachers at Timothy Dwight work collaboratively and constantly reflect upon their own instruction. They work to hone their own skills based on their focus of instruction. Teachers are open and honest about instruction and are willing to try new initiatives in order to improve upon instruction. This year, we have focused on the implementation of instructional rounds. Instructional rounds are very different from supervision and evaluation. During rounds, administrators and teachers visit classrooms and observe instruction and student learning. The idea is that everyone involved is working on their practice, everyone is knowledgeable about the common task of improvement, and everyone’s practice is subject to scrutiny, critique, and improvement. Rounds provide the opportunity for staff to improve upon an existing practice. They help to build a common understanding of effective learning and teaching, to reduce variability, to focus the work, to put educators in charge of their own learning, to provide data, to inform professional development, and to accelerate the improvement already underway.

We all believe that we exist as a school community for one reason and that is to help students achieve academic excellence. We believe that if we work and learn together collaboratively, we will accomplish much more for our students than we would ever accomplish individually.

7. School Leadership:

The principal’s guiding quote is one from Kenneth Blanchard which states: “The key to successful leadership today is influence not authority.”

The principal’s philosophy of working shoulder-to-shoulder with staff, parents, and students creates a collaborative, hard-working, and successful school community. When the district rolls out a new initiative or curriculum, the principal studies the content of the initiative in order to be able to effectively support teachers during its implementation. This past year, the mathematics program for grades three through five was revised and new units of study were implemented based on the new philosophy of instruction. In order for the principal to thoroughly understand the new initiative as well as understand what level of support teachers would require to successfully implement the new units of study, she taught a 12 week mathematics unit in grade three. She worked collaboratively with the grade level to create homework to support the unit and met daily with her teaching partner to support her instruction. When Level Literacy, a remedial reading program, was implemented, she co-taught with a resource teacher and provided remediation to kindergartners for 25 weeks. These two examples are concrete evidence of how the principal works closely with teachers to support their work.

Knowing individual student achievement and teachers’ instructional practices are core values of the principal. In order to accomplish this, she visits classrooms daily, attends at least ninety percent of Early Intervention Process and Planning Placement Meetings and reviews every student’s report card prior to

distribution. Her involvement in these activities allows her to deeply understand student progress and teachers' instructional practices and affords her many opportunities to participate in discussions related to improving teaching and learning.

The principal works closely with the Parent and Teacher Association in order to support classroom instruction and effective communication. Each month, the principal contributes to the P.T.A. newsletter to provide families with news of school activities, ideas about how parents can effectively support their students, results of school-wide academic performance, and to support their fundraising ideas. The principal has an open door policy and regularly meets with parents about concerns, student achievement, or any topic that parents choose.

The culture and tone of Timothy Dwight Elementary School has been established as a welcoming, exciting, and academically rigorous environment under the principal's eight years of leadership. She engages with all community members in a variety of ways. She learns every student's name, dyes her hair fun colors when students have met a reading challenge, wishes each staff member and student a happy birthday on their special day, leads all school meetings to celebrate students and achievements, goes down the water slide at field day, and even allows a student to become Principal of the Day. She supports the P.T.A. by making sandwiches at the annual fair, calls numbers at Bingo Night, and gets all of the teachers involved in supporting the P.T.A. fundraising events. Not only does the principal love coming to work each day, but she has also instilled that same feeling in her students and staff.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Connecticut Mastery Test

Edition/Publication Year: CMT-4 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
Proficient, Goal, Advanced	93	94	96	100	100
Advanced	42	59	46	57	64
Number of students tested	59	51	55	62	52
Percent of total students tested	95	98	96	100	100
Number of students alternatively assessed	3	1	2	0	0
Percent of students alternatively assessed	5	2	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	2	1	1	0	0
2. African American Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	0	1	1	1	2
3. Hispanic or Latino Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	2	2	2	1	1
4. Special Education Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	6	3	6	3	3
5. English Language Learner Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6. Asian					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	5	1	1	2	0
NOTES:					

12CT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Connecticut Mastery Test

Edition/Publication Year: CMT 4 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
Proficient, Goal, Advanced	95	90	91	98	98
Advanced	31	43	46	47	40
Number of students tested	59	51	55	62	52
Percent of total students tested	95	98	96	100	100
Number of students alternatively assessed	3	1	2	0	0
Percent of students alternatively assessed	5	2	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	2	1	1	0	0
2. African American Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	0	1	1	1	2
3. Hispanic or Latino Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	2	2	2	1	1
4. Special Education Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	6	3	6	3	3
5. English Language Learner Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	5	1	1	2	0
NOTES:					

12CT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Connecticut Mastery Test

Edition/Publication Year: CMT-4 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
Proficient, Goal, Advanced	93	98	97	98	96
Advanced	57	51	53	57	50
Number of students tested	54	56	61	56	56
Percent of total students tested	96	97	100	100	100
Number of students alternatively assessed	2	2	0	0	0
Percent of students alternatively assessed	4	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	1	2	1	0	1
2. African American Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	1	1	1	3	1
3. Hispanic or Latino Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	3	1	1	2	0
4. Special Education Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	8	5	2	5	4
5. English Language Learner Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	1	2	2	0	0
NOTES:					

12CT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Connecticut Mastery Test

Edition/Publication Year: CMT 4 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
Proficient, Goal, Advanced	89	96	98	96	89
Advanced	48	27	41	43	41
Number of students tested	54	56	61	56	56
Percent of total students tested	96	97	100	100	100
Number of students alternatively assessed	2	2	0	0	0
Percent of students alternatively assessed	4	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	1	2	1	0	1
2. African American Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	1	1	1	3	1
3. Hispanic or Latino Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	3	1	1	2	0
4. Special Education Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	8	5	2	5	4
5. English Language Learner Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6. Asian					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	1	2	2	0	0
NOTES:					

12CT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Connecticut Mastery Tests

Edition/Publication Year: CMT 4 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
Proficient, Goal, Advanced	98	100	95	98	96
Advanced	64	71	55	68	49
Number of students tested	56	59	55	56	51
Percent of total students tested	97	97	98	100	100
Number of students alternatively assessed	2	2	1	0	0
Percent of students alternatively assessed	3	3	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	2	1	1	1	1
2. African American Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	1	1	2	1	2
3. Hispanic or Latino Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	3	1	2	0	1
4. Special Education Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	6	5	5	4	3
5. English Language Learner Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6. Asian					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	1	3	0	0	1
NOTES:					

12CT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Connecticut Mastery Test

Edition/Publication Year: CMT-4 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
Proficient, Goal, Advanced	93	100	95	89	92
Advanced	27	46	29	45	29
Number of students tested	56	59	55	56	51
Percent of total students tested	97	97	98	100	100
Number of students alternatively assessed	2	2	1	0	0
Percent of students alternatively assessed	3	3	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	2	1	1	1	1
2. African American Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	1	1	2	1	2
3. Hispanic or Latino Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	3	1	2	0	1
4. Special Education Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	6	5	5	4	3
5. English Language Learner Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6. Asian					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	1	3	0	0	1
NOTES:					

12CT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient, Goal, Advanced	94	97	96	98	97
Advanced	54	60	51	60	54
Number of students tested	169	166	171	174	159
Percent of total students tested	96	97	98	100	100
Number of students alternatively assessed	7	5	3	0	0
Percent of students alternatively assessed	4	2	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	5	4	3	1	2
2. African American Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	2	3	4	5	5
3. Hispanic or Latino Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	8	4	5	3	2
4. Special Education Students					
Proficient, Goal, Advanced	80	84	69	83	59
Advanced	29	15	7	0	9
Number of students tested	20	13	13	12	10
5. English Language Learner Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6.					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	7	6	3	2	1
NOTES:					

12CT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient, Goal, Advanced	92	95	94	94	92
Advanced	35	38	38	45	36
Number of students tested	169	166	171	174	159
Percent of total students tested	96	97	98	100	100
Number of students alternatively assessed	7	5	3	0	0
Percent of students alternatively assessed	4	2	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	5	4	3	1	2
2. African American Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	2	3	4	5	5
3. Hispanic or Latino Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	8	4	5	3	2
4. Special Education Students					
Proficient, Goal, Advanced	70	92	46	58	20
Advanced	15	7	0	0	0
Number of students tested	20	13	13	12	10
5. English Language Learner Students					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6.					
Proficient, Goal, Advanced					
Advanced					
Number of students tested	7	6	3	2	1
NOTES:					

12CT3